

## Special Interest Articles

MDC Training

LDC Training

Teacher Effectiveness  
Pilot Update

Spotlight on an  
Integrated Strategy  
District: Washington  
County



## Mathematics Design Collaborative Training

In November, the Integrated Strategy districts convened for their initial training on the Mathematics Design Collaborative work (MDC). The MDC professional development offerings focus on:

- Analyzing student work for student growth and reflection for teacher practice
- Providing students with rigorous, engaging Mathematical learning experiences
- Incorporating the framework of Assessment for Learning, the five strategies of Assessment for Learning and the three types of assessment for a balanced assessment classroom approach
- Utilizing the Shell Centre's Math Formative Assessment Lessons (FALs) as a medium cycle Assessment for Learning

MDC Consultant, Ann Shannon, collaborated with facilitators from Kenton County and the KY Center for Mathematics to present the two-day initial professional development for Integration Districts in November. Participants were given the charge to enact one of the Formative Assessment Lessons in their own classrooms, analyze pre and post tests for growth and present their experience/findings at the next session in February.



# Literacy Design Collaborative Training



*One teacher saw the LDC tasks as “A concrete way to expand reading and writing in all content areas with a focus on analysis and complexity.”*

In November, teachers participating in the Literacy Design Collaborative (LDC), received two full days of training with Lee Kappes and Mary Rudd in Lexington. Teachers were introduced to LDC template tasks designed to integrate reading and writing aligned with the Common Core State Standards. A template task becomes a teaching task once filled in by a teacher with the content students will learn, the text(s) students will read, and the choice(s) of writing students will produce. A teaching task fits within a unit of study and generally fills from two to four weeks of that unit.

LDC tasks, implemented as designed, engage students in rigorous learning and

higher order thinking required to master the standards. Therefore, spending extra time to get the task design right is a critical first step for successful implementation of the model. Next, teachers design instruction to help students meet the demands of the task.

Between November and early February, teachers will complete the design of their first task along with the supporting instruction, and implement it in their classrooms. Upon returning in mid-February for the second round of training, teachers will have student work samples to share with colleagues. They will discuss successes and challenges with others who have also been implementing LDC in their classrooms.



# Teacher Effectiveness System Work

Last year, Commissioner Holliday presented plans to develop a new teacher and leader professional growth and evaluation system to improve the effectiveness of Kentucky principals and teachers. KDE committed time over three years to facilitate a shift in paradigm that will result in a fair and equitable professional growth and evaluation system for Kentucky.

A critical factor in the work is involving teachers and leaders in the process across our state. Because research shows teachers are the key determinate for student achievement, KDE began work around creating a framework that will address: how to measure teacher/principal effectiveness and continuously improve effective teaching and administrative leadership.

The proposed multiple measures in the areas of teacher effectiveness are: observation, peer observation, professional growth, self-reflection, student voice, parent voice and student growth. Based on the input from the stakeholders throughout Kentucky (teachers, principals and central office representatives), the Steering Committees will make recommendations to the Commissioner and the Integrated Design Team.

The teacher and principal effectiveness frameworks were validated through a rigorous process facilitated by Edvantia. As a result, the effectiveness frameworks to be field tested are version 3.3. For the current year of 2011-2012, the actual field test is scheduled to begin in February. The Integrated Design Team is currently developing training and implementation guidance for the 54+ districts that will be piloting these frameworks. The timeline below outlines the proposed process for launching the professional growth effectiveness protocol:

## **Phase I (2011-2012):**

- Participating districts identified
- Districts trained in field test protocols
- Districts implement field test protocols
- Districts participate in regional field test status meetings

## **Phase II (2012-2013):**

- Statewide pilot implementation
- Districts trained in pilot protocols
- Districts implement pilot protocols
- Districts participate in regional pilot status meetings

## **Phase III (2013 +):**

- State-wide training
- State-wide implementation

# Integration Districts

**Daviess County**

**Fleming County**

**Gallatin County**

**Jackson Independent**

**Jessamine County**

**Jefferson County**

**Kenton County**

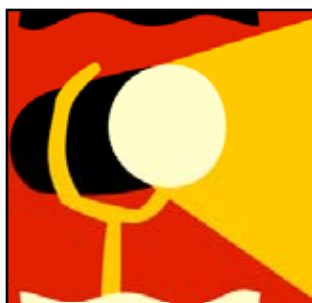
**Lee County**

**Magoffin County**

**Owen County**

**Simpson County**

**Washington County**



## Inside an Integration District: Spotlight on Washington County

When the new Common Core State Standards were adopted in February 2010, Washington County immediately began a plan for implementation. They knew that there was little time to waste in order to get every student college and career ready. They also knew that it would take an extensive support system within the district to make that happen.

Under the leadership of Superintendent Robin Cochran and Instructional Supervisor Cherry Boyles, and in coordination with the four district principals, Paul Terrell (WCHS), Tina Sagrecy (WCMS), DeVona Hickerson, (WCES) and Amanda Mattingly (NWES), Washington County created a systemic structure that utilizes a district content leadership team comprised of math

and ELA teacher leaders from every school in the district. Some of those teacher leaders serve on the regional content teams; others serve as content leads in their schools. Every school has one math, one special education, and one ELA teacher representative on the district team. The team also consists of administrators from each school and from the central office.

The district team makes decisions regarding how they will implement the standards, HETL, and CASL. The school representatives then serve on their own school leadership teams to organize their building level content work groups and PLCs.

WC also incorporated district-level curriculum development teams (K-2, 3-5, 6-12 in ELA

and math). All teachers in these grade levels and content areas are given monthly half-day release time to collaborate in the development of curriculum components such as units of study, summative assessments and common interim assessments. In addition to the half-day releases, they've also provided full-day releases throughout the calendar year, including district-provided work days.

This systemic approach helps the teachers complete the work and focus their professional learning. During the 2010-2011 school year they focused on knowledge of content and matching targets with assessment strategies. During 2011-2012 their focus is rigor and relevance.



# Integrated Strategy Team



## Effectiveness Coaches:

Carol Franks  
Lori Hollen  
Larry Murphy  
Monica Osborne  
Neely Traylor  
Rebecca Woosley

## Project Manager:

Cindy Parker

## Division of Next Generation Professionals:

Michael Dailey, Director

## Office of Next Generation Learners:

Felicia C. Smith, Associate Commissioner

## Important Upcoming Dates

**February 1, 2012 – Leadership meeting of Integration & Continuation sites** in Lexington (location to be announced). Please send two participants from each integration district, preferably leadership, to limit pulling teachers from class.

**January 19<sup>th</sup>, 2012—1:30-2:30 EST** - Conference call with district project managers

**February 15-16, 2012 – MDC training** in Frankfort (location to be announced)

**February 20-21, 2012 – LDC training** in Frankfort (location to be announced)

**February 23-24, 2012** - Cross-State Collaborative Leadership Meeting for Integration grant states—Denver, CO. Integration districts will receive an invitation and details from the Gates Foundation technical assistance provider, Arabella. Each district is invited to send a representative. February and March—continue site visits from KDE to districts

## Next Steps

**LDC:** Teachers need to -

- finish building LDC teaching task
- teach the task
- **bring** unscored student work that reflects a range from low to high to the Feb. 20-21 training

**MDC:** Teachers need to bring the following to the Feb. 15-16 training

- a class set of pre-and post-assessment data from a FAL, completed by students in pen on white paper (for ease of copying and sharing)
- both sets of work should be in the same order (to compare pre- and post-test data)
- a description of the class (e.g. integrated, accelerated, subject)
- a summary of high points of the collaborative activity including how the teacher introduced it
- a reflection on how the teacher would teach it next time
- a video of the group interactions or parts of the lesson (optional)

For resources used in the teacher trainings, click **Here**.

To share ideas and strategies, contact your fellow District Project Managers:

### Daviess Co.

Janabeth Francis

### Fleming Co.

Joy Gooding

### Gallatin Co.

Dorothy Perkins

### Jackson Ind.

Susan Watts

### Jefferson Co.

Lynne Wheat

### Jessamine Co.

Jimmy Adams

### Kenton Co.

Barb Martin

### Lee Co.

Connie Smith

### Magoffin Co.

Bernadette Carpenter

### Owen Co.

David Raleigh  
(until vacancy filled)

### Simpson Co.

Shelina Smith

### Washington Co.

Cherry Boyles